

La educación: factor principal para el desarrollo local

Education: main factor for local development

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Resumen: La educación es el arma más poderosa del hombre en función de alcanzar el desarrollo local. De allí que el objetivo de esta investigación es explicar la importancia de la educación en la formación de un profesional integral que aporte al desarrollo local. El estudio se desarrolló a partir de métodos y técnicas de la investigación educativa que permitieron un análisis crítico de la información recopilada siendo los métodos del nivel teórico el analítico-sintético: el inductivo-deductivo, el histórico-lógico y; del nivel empírico la entrevista.

Palabras claves: Educación, Desarrollo local, Formación, Universidad.

Abstract: Education is the most powerful weapon of man in terms of achieving local development. Hence, the objective of this research is to explain the importance of education in the training of a comprehensive professional who contributes to local development. The study was developed from methods and techniques of educational research that allowed a critical analysis of the information collected, being the methods of the theoretical level the analytical-synthetic: the inductive-deductive, the historical-logical and; from the empirical level the interview.

Keywords: Education, Local development, Training, University.

Introduction

From the knowledge of history, it is understood that nature is prior to man, and that it is a necessary premise for the existence of this, therefore, each educator is in the duty to teach to love and protect it. There is no doubt that education is conditioned by the political and social context so that, in many cases, it reproduces the existing situation, but education is also an element of transformation in society. Education plays a fundamental role in the sustainable development of peoples.

The Cuban Government, from the first years of the Revolution, has had as its priority to contribute to strengthening the economic capacity and sustainable development of the country and this is

shown in Article 27 of the Constitution that states: The State protects the environment and the country's natural resources. It recognizes its close connection with sustainable economic and social development to make human life more rational and to ensure the survival, well-being and security of current and future generations. It is the responsibility of the competent bodies to apply this policy.

The Revolution since its triumph has made great efforts to guarantee an education for all, but also to raise its quality, hence the importance of instilling fundamental social values for sustainable local development from the perfection of education. Martí (1863) stated:

To educate is to deposit in each man all the human work that has gone before him: it is to make each man a summary of the living world, until the day he lives: it is to put it at the level of his time so that it floats on him, and not leave it below his time, with which he will not be able to float, is to prepare man for life. (p.225)

The continuous improvement of the National System of Education in Cuba aspires to place Cuban educational institutions at the height of current development. Neoliberal Globalization marks a turning point in the education paradigm and the role it plays in the search for local development. Educational institutions are not the only instances of access to knowledge, but they are the only ones that can ensure its equitable distribution. The function of educational institutions must therefore be to offer equal educational opportunities and information on development from the local level in response to an increasingly exclusive society. It is necessary to create conditions that allow the development of independence in the acquisition of knowledge and the conscious regulation of human activity in general. For this reason, the objective of this research is to explain the importance of education in the training of a comprehensive professional who contributes to local development.

The research strategy used in the present study was developed from a descriptive type of research, and a system of educational research methods and techniques with its corresponding instruments was used in carrying out this research. This allowed a critical analysis of the information collected, being the methods of the theoretical level the analytical-synthetic one that made it possible, from the revised bibliography, to understand the importance of knowledge of topics on local development from the earliest ages. The inductive-deductive allowed establishing generalizations, regarding the theoretical processing of the information from the particular analysis of the criteria of the different authors. The historical-logical facilitated gathering information on the relationship between education and local development. At the empirical level, interviews were carried out with

specialists with pedagogical experience in order to find out their evaluations of the relationship between education and local development in Cuba.

Development

BRIEF CONCEPTUALIZATION AROUND LOCAL DEVELOPMENT

The pursuits of economic progress, development and well-being have been the effort and permanent concern of human beings. The idea of development is approached by different authors in the various historical epochs that humanity has gone through, hence it has specific characteristics; which means that the concept of development does not have a single definition, but rather that it has evolved according to the prevailing thought and values in society.

The most widely used and accepted concept of human development today is the one defined by the United Nations Development Program (UNDP) in its first report on world human development:

“Process in which people are offered greater opportunities. Among these, the most important are a long and healthy life, access to education and the necessary resources to enjoy a decent standard of living. Other opportunities include political freedom, the guarantee of human rights, the possibility of being creative, productive and self-respect.” (UNDP, 1990)

This concept is enriched by addressing the problem of the sustainability of the process taking into account the constant socio-economic, political, scientific-technological and environmental changes brought about by neoliberal globalization.

Given the new scenarios imposed by Neo-liberal Globalization, the conceptualization of development is updated:

Development can only be local, just as it can only be "human", or "sustainable", or "endogenous", or whatever you want, because otherwise what entelechy would it be? The local development approach is an endogenous process of structural change, (...) of “empowerment” of a local society; that shares elements of exogeneity (...) with others of endogeneity typical of development. (Boisier, 2005)

For his part (Muñoz, 2007), he is in favor of conceiving socio-human development as "multifaceted and increasingly interdisciplinary in nature" due to its integral nature. It advocates identifying four

dimensions: the socio-human, the economic-productive, the socio-cultural and the environmental; which are closely interrelated and interdependent, and therefore development is the object of all knowledge and science, of all practices, forms of existence and human needs.

Furthermore, it emphasizes that socio-human development has taken place in a territorial area, within the structural administrative political contour of a nation-state and the relations between them, for which reason it is built from power and recognized by law, and is essentially implemented through systems, public or government policies, including economic ones.

For this author the development:

It is related to essential problems and concepts such as geographic space, territory / territoriality, population-land-agriculture-sustainability, economic growth, industrialization-science-technology, equity-inequity-equality, opportunities, education-culture-health; also with cooperation, complementation, collaboration, among others. Therefore, he points out new elements that, in his opinion, can contribute to laying the theoretical foundations for a reconceptualization of development. Its conception of it starts from two fundamental axes: equity and participation. The developed society is conceived as an equitable society, an objective that must be achieved through the participation of the people involved in the process. (Muñoz González, 2007)

It is agree with this researcher that development must “formulate objectives in accordance with the criteria expressed by the affected population and in which development is measured by its harmonization with society and with nature, through equity and the participation”. (Muñoz González, 2007)

Furthermore, he agrees with Pérez, D., Núñez, I., & Font, E. (2016) in terms of perceiving local development as a process of economic growth and structural change that leads to an improvement in the standard of living of the local population.

On the other hand, the problem of power is assumed, given the political content of these processes. At the same time, the concept contributed by Boisier in terms of local development is accepted, taking into account the recognition that it makes of the empowerment of society in the process, which presupposes the inclusion of a group that has historically been discriminated against “women”. Despite the dissimilar actions aimed at achieving equality between the sexes, the incorporation of women into local development processes is insufficient.

These authors assume that local development is based on the identification and use of the endogenous resources and potential of a community, neighborhood or city. Endogenous potentialities of each territory are considered economic and non-economic factors, among the latter: social, cultural, historical, institutional, landscape resources, etc. All factors are also decisive in the process of local economic development. This is aimed at overcoming the existing difficulties and challenges, which seeks to improve the living conditions of its population through determined and concerted action between the different local, public and private socioeconomic agents, for the most efficient and sustainable use of existing endogenous resources. , by promoting local entrepreneurial entrepreneurship capacities and creating an innovative environment in the territory.

APPROACH TO THE PROBLEM OF LOCAL DEVELOPMENT IN CUBA

Castro, F. (2007) reasoned about the importance of health and education as fundamental basic factors to achieve sustainable development, about the reality that humanity lives and the danger that is approaching with climate change and all these scourges that plague to humanity. It also encourages awareness for equity and development and persuades that education on these issues should be taught from the earliest ages, since early childhood constitutes a fundamental stage in the process of development and formation of personality. It is at this stage where the foundations are laid, the essential foundations for all subsequent development; as well as the existence of great reserves and possibilities that are given in it for the development and training of the most diverse capacities and personal qualities.

In Cuba, the pursuit of development constitutes a State policy. This country has recognized the importance of sustainable development through the signing of United Nations conventions on these issues, its participation in events and it is also consistent in its actions. Evidence of this is that it guarantees the distribution of wealth in the form of health, education and social welfare for all. According to the National Statistics and Information Office (ONE, 2018)

Life expectancy in Cuba reaches 79 years, and the Ministry of Public Health confirms that more than 2,100 centenarians currently live in that country. Its infant mortality rate is 4.1 for every thousand live births, which places it among the first 20 nations in the world and next to Canada at the head of the Americas region in this indicator. Survival of newborns remains at 99.2 percent, according to data from the Maternal and Child Program and in 2015 it became the farsa country in the world to eradicate transmission of HIV-AIDS and congenital syphilis from mother to child.

Cuba maintains its fight for the correct nutrition of all citizens, especially that of boys and girls, which is why it stands out as one of the nations that has managed to eliminate child malnutrition and is one of the eight countries in the region that has managed to completely eradicate hunger, which makes it a benchmark for food security in Latin America and the Caribbean, for which it has received recognition from the Food and Agriculture Organization of the United Nations (FAO) for its achievements .

It defends the importance of public policies that guarantee water security and the population's access to water, as a fundamental human right, for which reason it carries out permanent work in the sanitation and management of this important resource. In the National Plan for Economic and Social Development until 2030, the goal is to achieve a 24 percent share of renewable energy sources in the production of electricity, which today amounts to just over four percent. (PCC, 2016)

The Cuban Labor Code stipulates the right of every citizen to have a job, equality in work, training and improvement, rest, paid vacations and social security. While women in the world earn between 10 and 30 percent less than a man in the same position, in Cuba there is equal pay. The Cuban State promotes science, technology and innovation in the different spheres and conducts and encourages the scientific and technological results to be applied and generalized in production and services; At the same time, it carries out a program to reduce polluting gases into the atmosphere and approved the State Plan for tackling climate change, called Life Task, which includes risk and impact studies, comprehensive monitoring of the coastal zone, sectoral projects and land use planning. Furthermore, the Plan foresees a greater investment in the development and use of renewable energy sources in Cuba.

The Cubans have set ambitious goals with a solid base, a sample of which is the Life Task, where the conservation of sandy beaches, the availability and efficient use of water, reforestation, the rehabilitation of coral reefs and the reorganization are prioritized, territorial and urban. This is part of a great massive cultural movement with strategic projection, which is inserted in a serious long-term visionary project, a country project, where economic development is in function of creating the conditions for a dignified and prosperous social existence for all Cubans. It is that the responsibility of the state and government in the deployment of progressive changes, in their monitoring and critical analysis has its counterpart in an educating society, and in the broad and significant participation of the people and their social organizations in the educational debate, and in the real exercise of popular power and the system of socialist democracy.

It guarantees equal access to education and health services, while promoting the end of differences at the global level and promoting solidarity and international aid. In the Latin American environment and in general, Cuba is one of the countries with the lowest incidence of violence. Likewise, legal consulting services are provided to the population and the political system is structured from the people through the Assemblies of People's Power.

The road to development has only just begun and Cuba remains in favor of integration and alliances, considering that they are relevant to achieving the proposed objectives, thus meeting the expectations of the United Nations Development Program (UNDP). Although still unsatisfied, great strides have been made, proof of this is that in 2006 the "Living Planet" Report recognized Cuba as the only country in the world with conditions to carry out the goals of sustainable development. On the other hand, the Economic and Social Policy Guidelines approved at the VII Party Congress attach vital importance to the processes of territorial and local development. (PCC, 2011) Taking into account the political, economic and social significance of local development for the country, activities related to this objective are carried out in all Cuban educational institutions.

EDUCATION IN CUBA AND ITS CONTRIBUTION TO LOCAL DEVELOPMENT

El sentimiento de amor hacia todo lo que rodea al hombre no se desarrolla por sí solo sin influencia orientadora del educador, la familia y la sociedad en general. Insignes pedagogos cubanos como: José de la Luz y Caballero, Enrique José Varona, José Martí y otros hacen referencia a estos temas; razón por la cual la educación en función del desarrollo constituye uno de los objetivos fundamentales del sistema educativo cubano. En la Educación Preescolar cubana que comprende el Círculo Infantil, el Programa Educa a tu Hijo y el grado Preescolar de las escuelas está establecido vincular las actividades del proceso educativo con el conocimiento, siempre que sea posible, de temas vinculados a estas aristas para inculcarles a los infantes desde edades tempranas, de una forma sencilla, las primeras nociones de cómo pueden proteger y mejorar el entorno con que interactúan y del cual forman parte.

Education prepares citizens for the understanding of the main problems of Cuba and the world, providing them with scientific - technical knowledge that allows them to develop awareness of the urgent need to protect the natural environment with attitudes and actions that are manifested daily in action. of people, as well as a consequent protection, conservation, improvement and transformation of the environment that guarantees the full enjoyment of life.

In Cuba, education is a fundamental pillar of social development and the best hopes for individual and collective improvement lie in it. In this sense, it is essential that the educational scientific activity increases its contributions to the economy and society, and that the results of educational research contribute to the training of undergraduate students, since it is considered the ideal way to solve educational problems and a determining element in the success of educational change through the introduction into practice of scientific results.

Cuban education responds to a conception of educational institutions and pedagogy, whose center is the formation, construction, deepening and development of revolutionary principles and humanistic cultural values, deep scientific-technical knowledge and broad generating skills, with the aim of to train men and women capable of deeply loving freedom and social justice, interpreting the world and its circumstances and successfully undertaking its systematic progressive transformation.

In the Cuban institutional framework, the necessary conditions for contributing to development are created. From the children's circle as the first institution in charge of training the new generations from an early age, through the different activities that are carried out, then through primary, secondary, middle and university education, training and incorporation into the labor market are guaranteed, encouraging that study and work are the main spaces for socialization. Then, in the postgraduate courses, it is guaranteed to continue delving into these issues, which are debated almost daily by young Cubans, since they are currently committed to the Cuban process, but not satisfied with a complex and multidimensional development reality.

The need to study, investigate, classify and expose the phenomena inherent in the life of man to explain to himself the amazing miracles observed in nature and the causes that cause them. The unsatisfied curiosity to consequently face the new challenges to which they are and will be subjected, has led specialists from different disciplines in universities to carry out the scientific activity linked to the solution of problems that threaten development.

In Cuban society it is a demand of the first order, the formation of a man of deep convictions, with a high morale who actively participates in the building of socialism. Education is an eminently social phenomenon. Pedagogy and Psychology in Cuba assumes as guiding principles that man creates culture and the social conditions of existence and in turn who completes his human dimension, thus allowing the development of his potential and forms new forces in him, hence the importance of the intentional and properly organized action of teaching as a source that drives development.

The philosophical support of education in Cuba is Marxism, as the highest expression of the development of legitimate Cuban thought, mainly of the educational ideology of Martí, with which it creatively combines, and on the basis of this the Cuban university has the mission of forming professionals with independence and creativity, endowed with ethical values, in accordance with the scientific-technical development that is experienced in the world, capable of solving the problems of the territory that present themselves in their professional work. The universities, in addition to fulfilling their social mandate as a cultural institution, have the purpose of ensuring the quality of the integral formation of professional personality.

In Cuba, education is a fundamental pillar of social development and the best hopes for individual and collective improvement lie in it. In this sense, Cuban education responds to a conception of educational institutions and pedagogy, whose center is the formation, construction, deepening and development of revolutionary principles and humanistic cultural values, deep scientific-technical knowledge and broad generating skills, with the objective of training men and women capable of deeply loving freedom and social justice, interpreting the world and its circumstances and successfully undertaking its systematic progressive transformation towards development.

Therefore, the fundamental objective of Cuban Higher Education is to graduate a comprehensive professional. It is not just about instructing in the new sciences and technologies, but educating students in the highest patriotic, moral and ethical values, to forge the personality of the new man. Reason why the strengthening of educational work is the first and most important priority of the Cuban university, aimed at training comprehensive professionals, who can fully assume the complex challenges of the current era and actively participate in the economic and social development of the country . To do this, emphasis is placed on humanistic training aimed at deepening knowledge of the history of Cuba, the development of values, a mentality of producers and savers and an altruistic and supportive attitude, aware of the importance of preserving the environment and contribution to sustainable local development.

Education is critically important in promoting development and increasing the capacity of populations to address environmental issues. To be effective, environment and development education must address the dynamics of the physical and biological environment, and the socio-economic environment and human development (which could encompass spiritual development), integrate into all disciplines, and use academic methods. and non-academic and effective means of communication.

The path to local development in Cuba is conceived from educational institutions as part of the preparation of future professionals, considering that they are relevant to achieving it. This requires knowledge, scientific, technological and innovative capacities. The higher education system is capable of playing a relevant role in addressing these development needs (Núñez Jover, J., Alcázar Quiñones, A., & Proenza Díaz, T., 2017)

Taking into account the important role that the University plays as a trainer of professionals in every society, Coraggio (J. L, 2002) expresses that local development requires the development of the university and vice versa. This shows the complexity of the mission of the universities and their articulation as a factor in the constitution and integration of local actors for development and as a mediator of the scientific knowledge that democratic and sustainable local development requires.

Education based on local development measures not only and essentially knowledge, but appropriate attitudes, positions, values and behaviors in the community. In the opinion of the authors of this research work, the evaluation on the different themes of local development should be obtained, essentially by direct and indirect influences, which are obtained through observation, by the experiences of the students and the experiences they acquire in the study-work link. Education on local development issues is an educational process, an approach to education, a new dimension, alternative and perspective of contemporary pedagogy. You cannot make the mistake of evaluating knowledge on these subjects as a subject or activity of the study plan or of the educational process in the abstract, but you must relate man to the environment around him. Taking into account the political, economic and social significance of local development in harmony with the environment, and the strategic connotation that the formation of an environmental culture that influences local development itself has to preserve Cuba's sovereignty, independence and identity. national, in all Cuban educational institutions, from nursery schools to university, in one way or another, activities are carried out that contribute to the knowledge of environmental education and local development of teaching, extra-teaching and extracurricular type, training and improvement of teachers, ties with families, communities and with state agencies.

All this Cuban panorama in education responds to a conception of educational institutions and pedagogy, whose center is the formation, construction, deepening and development of revolutionary principles and humanistic cultural values, deep scientific-technical knowledge and broad generating skills, with the aim of training men and women capable of deeply loving freedom and social justice, interpreting the world and its circumstances and successfully undertaking its systematic progressive

transformation. This conception as part of a great massive cultural movement with strategic projection is inserted in a serious prepositional long-term vision, a country project, where economic development is in function of creating the conditions for a dignified and prosperous social existence for all the Cubans.

The ambitious goals that the Cubans have set have a solid base. It is that the responsibility of the state and government in the deployment of progressive changes, in their monitoring and critical analysis has its counterpart in an educating society, and in the wide and significant participation of the people and their social organizations in the educational debate, and in the real exercise of popular power and the system of socialist democracy.

The training of the new generations demands that the personnel in charge of their education master the content and its didactic arrangement so that they can, with a general culture, establish the interdisciplinary relationship, among other aspects, so as to achieve coherence in the process educational as a condition so that knowledge, in turn, promotes in students interest, respect, sense of belonging, habits, ethical and moral values for the natural and cultural heritage of their community, locality and nation; and so that they put all that arsenal of knowledge and values in function of local development.

The subjects of Social Sciences taught at the University of Computer Sciences (UCI), mainly in Social Problems of Science and Technology, conceive within the professional training model the treatment of content on sustainable local development. It is considered very important that within the intense study and work that is part of the preparation of future professionals, topics be inserted that give a simple vision of this, but that at the same time allow knowing and acting on the level of economic activity of a locality. Higher education must equip students with the necessary tools to build a solid foundation, based on scientific and humanistic knowledge, which will allow them to possess the necessary competencies for the development of an excellent professional task. The success of these future professionals, in its full sense, consists not only in the material goods that work performance can report to them, but also, and above all, in the quality of the service that they can render to humanity through the competent contribution of their knowledge, practical skills and ethical attitudes of responsible commitment, for the construction of a just and peaceful society from a good development from the locality, in which all people can see their dignity recognized and their rights respected.

Under the derived requirements, the training actions for the strengthening of social actors must be accompanied by a management model from the local level that promotes trust, association, cooperation, participation and empowerment of the municipal community, based on of sustainable development. through the government-university-community-business system alliance, considering in this the new ventures that are promoted. From the subjects of Social Sciences at the UCI, students are given basic information about the purposes set forth in the Guidelines for Economic and Social Policy of the Communist Party of Cuba (PCC), the governing document of the proposed changes. They are informed that in the process of updating the Cuban economic and social model, it is proposed to promote the development of the territories (municipality and province) based on the country's strategy, so that the municipalities are strengthened as a fundamental instance, with autonomy necessary, with a solid base: economic - productive, sustainable, sociocultural, institutional and environmental (PCC, 2011).

The professionals who teach the subjects of Social Sciences at the UCI have the ultimate goal of training generations of developed men and women in all their powers with a vast culture that allows them to fully face the challenges before them. However, their training is a general task, so it must be aimed at creating favorable conditions for their education, launching broad social processes and making appropriate use of technologies based on student learning. The new information and communication technologies (ICT) have reached a dizzying development in Cuba in recent years, fostering a great interaction of some children and young people in the family with new technical means such as DVD, VCD, Videos, computers, with all the possibilities they offer; added to the cultural level of the families, the progress of the town and the sociocultural development of the municipality where the children's institution is located.

These technologies have become tools that make it possible to spread the processes of dissemination, promotion, training and demystification of science, technology and knowledge in general. In the UCI, from the Social Sciences subjects, the use of educational computer and audiovisual resources is taken advantage of, from a technological point of view, mainly as a pedagogical, methodological, scientific and investigative tool, and management of information and knowledge, to support the process educational teacher. This has contributed to the integral formation of the students from the intellectual, moral and labor point of view, in turn favoring their interest in the subject after supporting the treatment of the program's contents and transmitting educational messages through the use of resources. of audiovisual communication with the aim of

acquiring a greater understanding of its role in the computerization of Cuban society and therefore in sustainable local development.

Social Sciences, as part of the educational process, cannot by itself influence students about the importance of local development. This requires and needs a will and economic and social political actions; it is not possible to influence local development and at the same time achieve the protection of natural, social, historical and cultural ecosystems without eliminating poverty and eradicating hunger, without guaranteeing the education, culture and health of the population, as well as eliminate war conflicts, state terrorism and other global problems that cause death tragedies and serious losses that affect the quality of life. Local development is a process of equitable improvement of people's quality of life through which social economic growth is aspired to and managed in a harmonious relationship with the protection of the environment, so that the needs of today's and future generations from the local.

The university is a social institution whose responsibility is to act for the economic, political, social and cultural improvement of the country. The Cuban university is involved with the community and has to assume its growing role, due to its responsibility to society, to preserve, generate and promote culture to ensure sustainable human development. The UCI works on the need to educate more and better through instruction and requires that the training process establish connections with the real challenges and problems of the country and the world in real time so that learning can be useful in the future.

There are numerous actions that can be taken to stimulate local development in university students. The process of updating the Cuban socioeconomic model requires changes that promote its transition, which include promoting development from the municipalities as a process that must assimilate the experiences that are occasionally promoted in the country. These aspects need to be incorporated into the teaching-learning process, especially emphasizing the university-community-business relationship that systematizes the main theoretical-methodological conceptions of local development and articulates its different elements in the short term. In classes with themes on local development, the teacher must motivate creative thinking; the search for novel and daring solutions to old problems; fostering local initiative and promoting debate as a way to find the best solutions

The new generations not only need to be educated on local development issues, but must also contribute to educating adults about the type of environment in which they want to live, which is not only sensitive to their future needs, but to the right that they have as citizens of the present

paying special attention to the protection of the natural environment in the context of a development policy materialized in the revolutionary work begun in 1959, being a central objective of programs aimed at protecting and caring for it.

The commitment of the Cuban people to development has been consolidating and adjusting the actions in pursuit of their progress in the same way that education has given the tools for a better understanding of this subject and that the economic, political and cultural development of the country has evolved promoting the bases for a correct implementation of the proposed objectives.

Conclusions

Education is an essential instrument to achieve the awareness that is needed today so that students, workers and everyone in general put more effort into local development, deploying a change in values, behaviors and lifestyles from the development of sustainable patterns of consumption and production. The results of investigative studies carried out by the authors of this investigation, the theoretical reflections, as well as the experience in pedagogical work allow us to confirm that the challenge posed by teachers of Social Sciences that fulfills the social task in the context of Cuban Society Today it becomes greater if they reason in the challenges that they face in carrying out the social project. Education must involve all sectors, and it must be a life-long education in which young people in the future are citizens participating in the economic and cultural progress of their country but in turn strengthen local development in a sustainable way.

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